



# ART

Heavers Farm and Selsdon Primary Schools

## PROGRESSION DOCUMENT

This document outlines progression in Art from Nursery to Year Six.

Sketchbooks	Sketchbook journey (Years N-6)						
	1. Start each new term by looking either at a key skill or artist that uses the key skill.		2. Evaluate artist's work or artwork using the key skill.	3. Investigate and record ideas.	4. Modify, develop and review ideas	5. Develop skills and understanding of techniques	6. Create 'Final outcome' not in sketchbook.
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Aims for sketchbooks:</b></p> <ul style="list-style-type: none"> <li>-To provide a record for children's learning in art and design.</li> <li>-To allow creativity, planning and reflection.</li> <li>-To enable children to become more independent and confident artists</li> </ul>	<p>To experiment with making sketchbooks and using it to make observational drawings throughout the day.</p> <p>Experiment with mark making, sticking in favourite materials, creating rubbings.</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>To return and build on previous learning to develop ideas.</p>	<p>Use sketchbooks through teacher modelling.</p> <p>Use sketchbooks throughout the year to record rough ideas and experiments</p> <p>Begin to share thoughts on artist's work and record this through simple annotations.</p>	<p>To use sketchbooks to record personal thoughts and opinions about artists' work.</p> <p>Use sketchbooks to record ideas, sketches and to experiment with a variety of different media.</p>	<p>Create a collection in their sketch book to record their observations and use them to review and revisit ideas.</p> <p>Make records of visual experiments. Make annotations on their own work.</p> <p>Sketch collection of observational drawings and ideas using line, tone, texture, and shading.</p>	<p>Create a collection in their sketch book to record their observations and use them to review and revisit ideas and develop skill and technique.</p> <p>Sketch collection of observational and imagined drawings and ideas using line, tone, texture, shading, hatching and cross-hatching.</p>	<p>Create a collection in their sketch book to develop ideas through sketches, enhance knowledge, skill and technique using experimental media.</p> <p>Sketch collection of observational and imagined drawings and ideas using a variety of techniques including reflections, shadow, direction of sunlight.</p>	<p>Make personal investigations and record observations in sketchbooks.</p> <p>Record experiments with media and try out new techniques and processes.</p> <p>Sketch collection of observational and imagined drawings and ideas using a variety of techniques including reflections, shadow, direction of sunlight, movement and perspective.</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b> Knowledge (K)  Skills (S)	<p><b>K:</b> To know that marks can be made in different ways.</p>	<p><b>K:</b> To know how to make controlled marks in different ways</p>	<p><b>K:</b> To know different line shapes.</p>	<p><b>K:</b> To know how to create different tones using coloured pencils.</p>	<p><b>K:</b> To know the different grades of pencil.</p>	<p><b>K:</b> To know that shading, hatching and cross hatching can be used for effect.</p>	<p><b>K:</b> To know that perspective can be used for effect.</p>	<p><b>K:</b> To know that lines can be used to depict movement and shadow.</p>
	<p><b>S:</b> To hold a pencil correctly.</p> <p><b>S:</b> To create simple lines and shapes.</p> <p><b>S:</b> To make marks with a variety of colours</p> <p><b>S:</b> To make marks with a variety of tools</p> <p><b>S:</b> To draw using details such as a face with a circle and details</p> <p><b>S:</b> To use drawing to represent movements and noises</p> <p><b>S:</b> To show different emotions in drawings such as happiness, sadness, fear, etc.</p>	<p><b>S:</b> To control a pencil to make fine movements</p> <p><b>S:</b> To combine shapes and lines to create images</p> <p><b>S:</b> To choose colours for a purpose</p> <p><b>S:</b> To choose different tools for a purpose when creating marks</p>	<p><b>S:</b> To draw lines of different shapes and thicknesses, using a wide range of tools such as pastels, crayons, chalk and felt tips.</p> <p><b>S:</b> To draw a variety of 2D shapes with increasing accuracy.</p> <p><b>S:</b> To colour (own work) neatly following the lines using pencils and crayons.</p>	<p><b>S:</b> To explore how a range of media are used, such as pencils, pastels and charcoal.</p> <p><b>S:</b> To show different tones by using coloured pencils and pastels.</p>	<p><b>S:</b> To begin to experiment with simple patterns that create textures using pencils.</p> <p><b>S:</b> To experiment with different grades of pencil to show tone.</p> <p><b>S:</b> To use known skills when producing creative work.</p>	<p><b>S:</b> To use hatching and cross hatching to show tone and texture.</p> <p><b>S:</b> To use shading in pencils to show light and shadow.</p> <p><b>S:</b> To confidently use a wider range of pencil techniques such as stippling, scumbling, smudging and blending.</p> <p><b>S:</b> To consolidate drawing skills when producing creative work.</p>	<p><b>S:</b> To use one-point perspective in their work.</p> <p><b>S:</b> To draw from different viewpoints, considering horizon lines.</p> <p><b>S:</b> To consider the use of perspective to make their drawing proportional.</p> <p><b>S:</b> To excise choice over which drawing skills they use in creative work.</p>	<p><b>S:</b> To use a range of media to create shadow.</p> <p><b>S:</b> To use focal points appropriately in their work.</p> <p><b>S:</b> To use a variety of techniques to interpret the texture of a surface.</p> <p><b>S:</b> To develop their artistic style through the careful selection of media and techniques.</p> <p><b>S:</b> To decisively choose which drawing skills to use in their creative work.</p>
<b>Suggested Artists</b>  These are suggestions only and where possible, artists should be linked to the current topic/learning.			Vincent Van Gogh	Samuel Rolle Turner	Adonna khare	John Piper	Henry Moore	Henri Cartier Bresson

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Painting</b> Knowledge (K)  Skills (S)	<p><b>K:</b> To know the names of the 5- 10 colours (Red, blue, green, yellow, orange, pink, purple)</p> <p><b>K:</b> To know that different tools can be used for painting.</p>	<p><b>K:</b> To know and identify a range of colours within an image</p> <p><b>K:</b> To know that colours can be mixed to create new colours.</p> <p><b>K:</b> To know the names of different painting tools. (rollers, brushes, fingers, spatulas)</p>	<p><b>K:</b> To know that primary colours can be mixed to create secondary colours.</p> <p><b>K:</b> To understand the different purposes of different painting tools. (rollers, brushes, fingers, spatulas)</p>	<p><b>K:</b> To predict the outcomes of mixing 2 primary colours</p> <p><b>K:</b> To know how to make tints and shades of a colour</p>	<p><b>K:</b> To know specific colour language – primary colour, secondary colour, tertiary colours, hue, shades, tints.</p> <p><b>K:</b> To know different techniques created with paint</p>	<p><b>K:</b> To know complimentary colours and how to identify them using a colour wheel</p> <p><b>K:</b> To know the differences between different types of paint.</p>	<p><b>K:</b> To know complementary and contrasting colours and how to identify them using a colour wheel.</p> <p><b>K:</b> To know warm and cool colours and how artists use these to create atmosphere.</p>	<p><b>K:</b> To know how light can affect the outcome of an image.</p> <p><b>K:</b> To know how colour can portray a variety of different emotions, atmospheres and genres within a painting.</p>
	<p><b>S:</b> To use different tools and brushes to explore paint.</p> <p><b>S:</b> To use a variety of colours to create marks</p> <p><b>S:</b> To experiment with colour mixing. (Not formal)</p> <p><b>S:</b> To use large scale movements to paint and make marks.</p>	<p><b>S:</b> To develop their fine motor skills to use a range of tools competently.</p> <p><b>S:</b> To choose colours when painting for a purpose. Eg, brown house, red car etc.</p> <p><b>S:</b> To mix colours to paint an image with (Not formal mixing)</p>	<p><b>S:</b> To mix primary colours to form secondary colours</p> <p><b>S:</b> To use paint brushes of different sizes to apply paint and choose them based on a particular purpose.</p> <p><b>S:</b> To create repeating patterns with different colours</p> <p><b>S:</b> To experiment with different marks, shapes and patterns that can be made with paint.</p>	<p><b>S:</b> To use white paint to create tints of colours.</p> <p><b>S:</b> To use black paint to create darker shades of a colour.</p> <p><b>S:</b> To describe colours</p> <p><b>S:</b> To collect, sort and match colours to create an image</p> <p><b>S:</b> To use colour on a large scale</p>	<p><b>S:</b> To mix primary colours to create secondary and tertiary colours.</p> <p><b>S:</b> To mix a variety of colours to create different tints and tones of primary, secondary and tertiary colours.</p> <p><b>S:</b> To create different techniques: colour blocking, washes, dotting, scratching, splashing.</p> <p><b>S:</b> Use thick and thin brushes to create lines, shapes, textures and patterns</p>	<p><b>S:</b> Identify and use complimentary colours.</p> <p><b>S:</b> Mix and use, tints, tones and shades and apply to work.</p> <p><b>S:</b> Mix colours to match tints, tones and shades in existing works.</p> <p><b>S:</b> Compare watercolour and acrylic tints, tones and shades.</p>	<p><b>S:</b> Mix colours tints and shades independently, knowing the outcome of mixing colours with black and white.</p> <p><b>S:</b> Use colour techniques to create atmosphere in a painting. (Contrasting colours, complementary colours, warm colours, cool colours, tones and tints)</p> <p><b>S:</b> Use a variety of tools to create texture.</p>	<p><b>S:</b> To create paintings that convey mood/atmosphere by using a variety of tints, tones, complementary and contrasting colours.</p> <p><b>S:</b> To create paintings that show light and shadow, thinking about where the light is coming from and showing how light effects the rest of the painting.</p> <p><b>S:</b> To choose appropriate media/paints appropriate for the task</p>
<b>Suggested Artists</b> These are suggestions only and where possible, artists should be linked to the current topic/learning.	'Cy' Twombly Jr		Picasso Vanessa Gardiner Kandinsky	Georgia O'Keefe Turner Christopher wren	Jackie Morris	Kandinsky Klimt	Monet Brusho Rebecca de Mendonca	Johannes Vermeer

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Printing Knowledge</b> (K)  <b>Skills</b> (S)	<b>K:</b> To know that everyday objects can be used to make prints and patterns.	<b>K:</b> To know that everyday objects can	<b>K:</b> To know that patterns and prints can be found in nature.  <b>K:</b> To know printing tools can be created from a variety of objects.	<b>K:</b> To understand that the purpose of printmaking is to create multiple images and patterns.	<b>K:</b> To know that prints can be created using a variety of techniques.	<b>K:</b> To know the difference between relief and impressed prints and different ways these can be created.	<b>K:</b> To know the process for creating lino prints	<b>K:</b> To know the process for screen printing
	<b>S:</b> Print with a variety of objects: Lego blocks, Fruit and vegetables Leaves, Materials – eg. Hessian	<b>S:</b> Create rubbings using found textures/objects such as leaves, outside gravel, brickwork, coins  <b>S:</b> Create simple patterns using objects.	<b>S:</b> To observe and recognise patterns in the environment.  <b>S:</b> Printing simple pictures with a range of hard and soft materials.  <b>S:</b> Create repeating patterns.  <b>S:</b> Develop impressed images using foods i.e. potatoes with shapes cut into them.  <b>S:</b> Create relief prints using foam printing blocks	<b>S:</b> To mimic print from the environment (e.g. wallpapers).  <b>S:</b> Experiment with a variety of objects to create a print. Press, roll, rub, and stamp to make prints.  <b>S:</b> Make simple <b>mono prints</b> using oil pastels.  <b>S:</b> Experiment with over printing and colour.	<b>S:</b> To create repeating patterns using relief i.e. leaves, string prints  <b>S:</b> To carve into polystyrene.  <b>S:</b> Create repeating patterns using impressed print – press print tiles  <b>S:</b> To experiment with mono printing.  <b>S:</b> To experiment with colour mixing by overlapping colour prints	<b>S:</b> To develop carving into polystyrene  <b>S:</b> To master printing techniques using a variety of relief and impressed prints  <b>S:</b> To create prints with 2 overlays	<b>S:</b> To mastery printing techniques learnt in previous years: Mono prints Printing with polystyrene tiles  <b>S:</b> To carve into Lino to create a print  <b>S:</b> To create prints with 3 overlays	<b>S:</b> To experiment with screen printing  <b>S:</b> To develop screen printing skills to print multiple images.
<b>Suggested Artists</b> These are suggestions only and where possible, artists should be linked to the current topic/learning.			Gelli printing Molly Mahon	William Morris Samantha Groom	Andy Warhol Yakosai	Lisa Stubbs	Bells Scambler John Dilnot	Lisa Stubbs

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Digital Knowledge (K)</b>  <b>Skills (S)</b>	<b>K:</b> To know that films and pictures are a type of art  <b>K:</b> To know the difference between photos and drawings	<b>K:</b> To know photographs and films are a form of art.  <b>K:</b> To know photographs can be taken on a range of devices.	<b>K:</b> To know that a what a self portrait is and that this is a form of art and self expression	<b>K:</b> To know that images (photographs) can be created and changed	<b>K:</b> To know how digital images and moving images can be presented	<b>K:</b> To know the effect of cropping and altering images for a purpose	<b>K:</b> To know that social media and media print alter images for a purpose	<b>K:</b> To know the effect that lighting can have on a photo.  <b>K:</b> To know the significance of colour in images and film.
	<b>S:</b> To discuss their preferences for films and digital images.  <b>S:</b> To sort drawings and photographs and films.	<b>S:</b> To take a photos of something they like.  <b>S:</b> To discuss their opinion of their photograph. Eg. Say why they took it and what they like and dislike about it.	<b>S:</b> Take a self-portrait or a photograph.  <b>S:</b> Use a simple computer paint program to create a picture  <b>S:</b> Record visual information using digital cameras, video recorders	<b>S:</b> Experiment with digital media to use a wide range of tools to create different textures, lines and tones, colours and shapes.  Using a simple graphics package: <b>S:</b> Create lines by changing the size of brushes  <b>S:</b> Create shapes using eraser, shape and fill tools  <b>S:</b> Use simple filters to manipulate and create images  <b>S:</b> Use basic cropping tools to edit an image.	<b>S:</b> Present recorded visual images using software  Using a simple graphics program: <b>S:</b> Use controlled lines of varying sizes to create images.  <b>S:</b> Change the type of brush to an appropriate style  <b>S:</b> Create shapes by making selections to cut, duplicate and repeat  <b>S:</b> Use effects and simple filters to manipulate and create images for a purpose	<b>S:</b> Use art software to make art works by cropping, cutting and pasting their own images.  <b>S:</b> Make digital artworks that respond to or extend work in other areas of the curriculum.  <b>S:</b> Collect images online to use as inspiration and store in a folder. Create images, video and sound recordings and explain why they were created.	<b>S:</b> Take digital photographs and use software to alter them, adapt them and create work with meaning.  <b>S:</b> Compose a digital photograph with thought for textural qualities, light and shade.	<b>S:</b> Take digital photos, thinking about angle, light, position and distance.  <b>S:</b> Create an art presentation on a theme or artist.  <b>S:</b> Combine a selection of images using digital technology considering colour, size and rotation.
<b>Suggested Artists</b> These are suggestions only and where possible, artists should be linked to the current topic/learning.			Paul Klee	Edward Weston	David Hockney	Marcin Owczarek	Ansel Adams	Berenice Abbott, Ed Weston, Lewis Hine, Andre Kertesz

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Sculpture</b> Knowledge <b>(K)</b></p> <p>Skills <b>(S)</b></p>	<p><b>K:</b> To know that a variety of objects can be used for building and making things.</p>	<p><b>K:</b> To know that materials can be changed in a variety of ways</p>	<p><b>K:</b> To name different methods that can be used to join and manipulate 3D materials</p>	<p><b>K:</b> To know how to shape and mould clay</p> <p><b>K:</b> To know how to join 2 pieces of clay together.</p>	<p><b>K:</b> To know different techniques for carving and molding clay for an intended outcome.</p>	<p><b>K:</b> To know how sculptures can convey feelings, expressions and movement</p>	<p><b>K:</b> To know how to create a variety of textures in clay to create sculptures for a purpose.</p> <p><b>K:</b> Begin to understand that real life proportions are needed to create life like sculptures.</p>	<p><b>K:</b> To know different techniques to mould, shape, join and add texture to clay.</p> <p><b>K:</b> To know how proportions can influence the style of a sculpture</p>
	<p><b>S:</b> Enjoy handling, feeling, enjoying and manipulating materials.</p> <p><b>S:</b> Constructing with a purpose in mind using a variety of materials.</p>	<p><b>S:</b> Select tools and techniques needed to shape, assemble and join materials they are using.</p> <p><b>S:</b> To cut shapes using scissors and other modelling tools.</p>	<p><b>S:</b> Use and manipulate junk materials</p> <p><b>S:</b> Join 2 materials</p> <p><b>S:</b> Design and make a 3D object</p> <p><b>S:</b> apply simple decoration techniques</p> <p><b>S:</b> Begin to manipulate malleable materials in a variety using hands.</p> <p><b>S:</b> Shape and model materials for a purpose.</p> <p><b>S:</b> Use tools and equipment safely.</p>	<p><b>S:</b> Make models in clay or other malleable materials for particular purposes.</p> <p><b>S:</b> Discover how to join two pieces of clay so they won't fall apart, by roughing both surfaces with a toothbrush.</p> <p><b>S:</b> Learn how to roll an even slab of clay by using a rolling pin on top of two wooden batons.</p> <p><b>S:</b> Begin to explore carving as a form of 3D art using different tools.</p>	<p><b>S:</b> Join 2 parts together successfully.</p> <p><b>S:</b> Select and arrange materials for a striking effect when creating and sculpture.</p> <p><b>S:</b> Continue to explore carving as a form of 3D art using different tool to create different textures.</p>	<p><b>S:</b> Select and arrange 3D materials to convey feelings, expression and movement when creating sculpture.</p> <p><b>S:</b> Join materials using a variety of different methods.</p>	<p><b>S:</b> Develop confidence in carving and using different tools to create different textures in materials such as clay.</p> <p><b>S:</b> To begin to use real life proportions to create a sculpture.</p>	<p><b>S:</b> Shape, form, model and construct from observation or imagination</p> <p><b>S:</b> Use recycled, natural and man-made materials to create sculptures</p> <p><b>S:</b> Plan a sculpture through drawing and other preparatory work</p> <p><b>S:</b> Develop skills in using clay inc. slabs, coils, slips, etc</p> <p><b>S:</b> Produce intricate patterns and textures in a malleable media</p> <p><b>S:</b> Use real life or abstract proportions to create sculptures.</p>
<p><b>Suggested Artists</b> These are suggestions only and where possible, artists should be linked to the current topic/learning.</p>			Linked to topic	Henry Moore	Yayoi Kusama Bronze age - clay pots	Faith Ringgold Ephrem kouakou	Zaha Hadid	Faith Bebbington

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Textiles</b> Knowledge (K)  Skills (S)	<b>Textiles and collage</b>			(K) To know what a running stitch is and that it can be used to join 2 pieces of fabric  (K) To know that textile art is created using fabric		(K) To know different types of stitch  (K) To know that textile art has significant historical and cultural roots.		(K) To know what batik art is and the process involved in creating it.
	(S) Join different materials and explore different textures.  (S) Enjoy using a variety of textures and fabrics.  (S) To explore different materials freely to develop ideas about how to use them and what to make.  (S) To join different materials and explore different textures.	(S) To explore, use and refine a variety or artistic effects to express their ideas and feelings.		(S) Investigate weaving with fabric on a card loom or using strips of paper, making choices about colours and textures.  (S) Join 2 pieces of material together using glue and simple running stitch.  (S) Knot, fray, fringe, twist or plait threads/fabrics  (S) Overlap and overlay materials.  (S) To use simple decorative techniques Apply colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee		(S) To use basic running stitch, cross stitch and back stick for joining and decorative purposes.  (S) To quilt, pad and gather fabric  (S) Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects  (S) To experiment with paint resist		(S) Combine previously learned techniques to create textile pieces.  (S) Explore specialised techniques such as batik.  (S) Use fabrics to create a 3D structure  (S) To Experiment with a range of media to overlap and layer creating interesting colours and textures and effects
<b>Suggested Artists</b> These are suggestions only and where possible, artists should be linked to the current topic/learning.	Andy Goldsworthy					Kente cloth Adinkra art		Yuko Nakata

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Collage</b> Knowledge (K)  Skills (S)			<p><b>K:</b> To know what a collage is.</p> <p><b>K:</b> To know that there are different types of paper and materials and that these can be manipulated in different ways.</p> <p><b>K:</b> To know that collages can be created with natural and found materials.</p>		<p><b>K:</b> To know that collages can be created using a variety of different materials.</p> <p><b>K:</b> To know certain materials will go together better than others in order to create a collage.</p>		<p><b>K:</b> To know that mixed media can be used to create collage</p> <p><b>K:</b> To know that other techniques can be combined to create a collage, eg. Marbling.</p>	
			<p><b>S:</b> Experiment with using found objects to create collages.</p> <p><b>S:</b> To know and use Pritt Stick and PVA</p> <p><b>S:</b> Fold, crumple, tear, overlap and sort different materials.</p> <p><b>S:</b> Experiment with a range of materials and methods.</p> <p><b>S:</b> Identify how to cut shapes accurately from paper and thin card and cut different kinds of line.</p>		<p><b>S:</b> Collect, sort, name match colours appropriate for an image</p> <p><b>S:</b> Create and arrange shapes appropriately</p> <p><b>S:</b> Create, select and use textured paper for an image</p> <p><b>S:</b> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p><b>S:</b> Use collage as a means of collecting ideas and information and building a visual vocabulary</p>		<p><b>S:</b> Develop their own materials for collage – marbling etc</p> <p><b>S:</b> Embellish work using a variety of techniques and materials.</p> <p><b>S:</b> Add collage to a painted, printed or drawn background</p> <p><b>S:</b> Use a range of media to create collages</p> <p><b>S:</b> Use different techniques, colours and textures etc when designing and making pieces of work</p> <p><b>S:</b> Use collage as a means of extending work from initial ideas</p>	
<b>Suggested Artists</b> These are suggestions only and where possible, artists should be linked to the current topic/learning.			Jeannie Baker, Eric Carle		Henri Matisse, Megan Coyle		Marcin Kulabko Banksy	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary</b>	Line Drawing Painting Paint brush Shapes Cut Stick Make Build Rolling	Pencil Line Crayon Photograph Fold Crumple Tear Model Pinch Pull Press Overlap Weave Chalk Light Dark Mixing Bold Wavy	Adhesive Clay Carve Chalk Environment Fabric Felt tips Impressed print Knead Man-made Collage Repeating Fray Knot Fringe Join	Applique Contrast Dye Fabric Fray Fringe Irregular Knot Malleable Mod rock Natural Oil pastels	Blending Charcoal Cross hatch Dip dye Dotting Dye Environmental Grades Hue Implements Impressed Mono print Carving	Acrylic Back stitch Chain stitch Construct Cross stitch Embellish Fine liners Form Fresco Malleable Marbling	Atmosphere Blending Block prints Complementary Construct Contrasting Digital marks Dry media Embroidery Foci Form Horizon Lino tiles Media Screen Printing Stencils

Example of long-term plan for all year groups, teaching a different key skill each term.

*(This may be subject to change based on the context for learning and what key skill links to the topic)*

	Aut 1 – Black History Month	Aut 2 - Disability	Spring 1 - Mindfulness	Spring 2 – Women’s History	Summer 1 – The Environment	Summer 2 - LGBTQ
<b>Year 1</b>	Drawing	Printing	Digital	Painting	Collage	Sculpture
<b>Year 2</b>	Drawing	Textiles	Painting	Sculpture	Digital	Printing
<b>Year 3</b>	Drawing	Painting	Sculpture	printing	Collage	Digital
<b>Year 4</b>	Drawing	Painting	Textiles	Sculpture	Digital	Printing
<b>Year 5</b>	Drawing	Sculpture	Printing	Collage	Painting	Digital
<b>Year 6</b>	Drawing	Printing	Digital	Textiles	Sculpture	Painting